## o

Assistant Principal Evaluation Rubric

## AAssistn1. Mission, Vision, and Core Values

**Domain 1. Mission, Vision, and Core Values**

Effective educational leaders develop, advocate, and enact a shared mission, vision, and set of core values of high-quality education and academic success for, and well-being of, each student.

| **Critical Attributes** |
| --- |
| * Collaborate to develop an educational mission for the school to promote the academic success and well-being of each student. * Using relevant data, develop and promote a vision for the school on the successful learning and development of each child. * Articulate, advocate, and cultivate core values that define the school’s culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement. * Assist in the strategic development, implementation, and evaluation of actions to achieve the vision for the school. * Assist in the review of the school’s mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students. |

|  |  |  |  |
| --- | --- | --- | --- |
| 4- The assistant principal assists the principal in consistently planning, implementing and supporting actions that develop, advocate and enact a shared mission, vision, and set of core values of high quality education for each student’s success.  Shared ownership by staff and students leads to significant improvements in or sustained excellence of the educational environment. | 3- The assistant principal assists the principal in planning, implementing and supporting actions that develop, advocate and enact a shared mission, vision, and set of core values of high quality education for each student’s success resulting in a positive impact on the educational environment. | 2- The assistant principal is inconsistent in assisting with planning, implementing and supporting actions associated with mission, vision and core values or these actions have limited or no positive impact on the educational environment. | 1- The assistant principal’s actions or attitude regarding the development and enactment of mission, vision, and core values have a negative impact on the educational environment. |

## Domain 2. Curriculum, Instruction, and Assessment

**Domain 2. Curriculum, Instruction, and Assessment**

**Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.**

|  |  |  |  |
| --- | --- | --- | --- |
| 4- The assistant principal assists The principal in consistently planning, implementing and supporting actions that develop and support rigorous, coherent systems of curriculum, instruction, and assessment for each student.  Shared ownership by staff leads to significant improvements in or sustained high levels of student success. | 3- The assistant principal assists the principal in planning, implementing and supporting actions that develop and support rigorous, coherent systems of curriculum, instruction, and assessment for each student resulting in a positive impact on student success. | 2- The assistant principal is inconsistent in assisting with planning, implementing and supporting actions that develop and support rigorous, coherent systems of curriculum, instruction, and assessment or these actions have limited or no positive impact on student success. | 1- The assistant principal’s actions or attitudes regarding the development and support of systems of curriculum, instruction and assessment have a negative impact on student success. |

| Critical Attributes |
| --- |
| * Implement coherent systems of curriculum, instruction, and assessment that embody high expectations for student learning, align with academic standards, and are culturally responsive. * Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success. * Ensure instructional practice that is intellectually challenging, authentic to student experiences, and is differentiated and personalized. * Promote the effective use of technology in the service of teaching and learning. * Assist in the employment of valid and developmentally appropriate assessments and use the assessment data to monitor student progress and improve instruction |

## Domain 3. Professional Capacity of School Personnel

**Domain 3. Professional Capacity of School Personnel**

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.

|  |  |  |  |
| --- | --- | --- | --- |
| 4- The assistant principal assists the principal in consistently planning, implementing and supporting actions to develop the professional capacity and practice of school personnel to promote each student’s success.  Shared ownership by staff leads to significant improvements in or sustained high levels of staff performance. | 3- The assistant principal assists the principal in planning, implementing and supporting actions that develop the professional capacity and practice of school personnel to promote the success of each student resulting in a positive impact on staff performance. | 2- The assistant principal is inconsistent in assisting with planning, implementing and supporting actions that develop the professional capacity and practice of school personnel or these actions have limited or no positive impact on staff performance. | 1- The assistant principal’s actions or attitudes regarding the development of the professional capacity and practice of school personnel have a negative impact on staff performance. |

| Critical Attributes |
| --- |
| * Assist in the planning for and management of staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel. * Assist in the Development of teachers’ and staff members’ professional knowledge, skills, and practice through differentiated opportunities for learning and growth. * Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers’ and staff members’ knowledge, skills and practice. * Assist in Developing the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community. * Assist in Developing workplace conditions for teachers and other professional staff that promote effective professional collaboration, development, practice, and student learning. * Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance |

## Domain 4. Equity and Cultural Responsiveness

**Domain 4. Equity and Cultural Responsiveness**

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.

|  |  |  |  |
| --- | --- | --- | --- |
| 4- The assistant principal assists the principal in consistently planning, implementing and supporting actions that promote equity of educational opportunity and cultural responsiveness for each student.  Shared ownership by staff and students leads to significant improvements or sustained high levels of equity and responsiveness in the educational environment. | 3- The assistant principal assists the principal in planning, implementing and supporting actions that promote equity of educational opportunity and cultural responsiveness for each student resulting in a positive impact on equity and responsiveness. | 2- The assistant principal is inconsistent in assisting with planning, implementing and supporting actions that promote equity of educational opportunity and cultural responsiveness for students or these actions have limited or no positive impact on equity and responsiveness. | 1- The assistant principal’s actions or attitudes regarding equity of educational opportunity and a culturally responsive climate for students have a negative impact on equity and responsiveness. |

| **Critical Attributes** |
| --- |
| * Assist in ensuring that each student is treated fairly, respectfully, and with an understanding of each student’s culture and context. * Assist in ensuring that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success. * Assist in Developing student policies and address student misconduct in a positive, fair, and unbiased manner. * Assist in Confronting and altering institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status. * Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society. |

## Domain 5. Community of Care and Support for Students

**Domain 5. Community of Care and Support for Students**

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

|  |  |  |  |
| --- | --- | --- | --- |
| 4- The assistant principal assists the principal in consistently planning, implementing and supporting actions that cultivate an inclusive, caring, and supportive school community for each student.  Shared ownership by staff and students leads to significant improvements in or sustained excellence in the care and support of the school community. | 3- The assistant principal assists the principal in planning, implementing and supporting actions that cultivate an inclusive, caring, and supportive school community for each student resulting in a positive impact on the care and support of the school community. | 2- The assistant principal is inconsistent in assisting with planning, implementing and supporting actions that cultivate an inclusive, caring, and supportive school community for each student or these actions have limited or no positive impact on the care and support of the school community. | 1- The assistant principal’s actions or attitudes regarding the cultivation of a community of care and support for students have a negative impact on the school community. |

| **Critical Attributes** |
| --- |
| * Assists in building and maintaining a safe, caring, and healthy school environment. * Assists in providing coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student. * Assists in Promoting adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development. * Assists in Cultivating and reinforcing student engagement in school and positive student conduct. * Infuse the school’s learning environment with the cultures and languages of the school’s community. |

## Domain 6. Meaningful Engagement of Families and Community

**Domain 6. Meaningful Engagement of Families and Community**

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.

|  |  |  |  |
| --- | --- | --- | --- |
| 4- The assistant principal assists the principal in consistently planning, implementing and supporting actions that engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s success.  Shared ownership by staff and students leads to significant improvements or sustained excellence in community engagement. | 3- The assistant principal assists the principal in planning, implementing and supporting actions that engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s success resulting in a positive effect on community engagement. | 2- The assistant principal is inconsistent in assisting with planning, implementing and supporting actions that engage families and the community in meaningful, reciprocal, and mutually beneficial ways or these actions have limited or no positive impact on community engagement. | 1- The assistant principal’s actions or attitudes regarding engagement of families and community have a negative impact on community engagement. |

| **Critical Attributes** |
| --- |
| * Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students. * Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments. * Understand, value, and employ the community’s cultural, social, intellectual, and political resources to promote student learning and school improvement. * Assists in Developing and providing the school as a resource for families and the community. * Advocate publicly for the needs and priorities of students, families, and the community. |

## Domain 7. Operations and Management

**Domain 7. Operations and Management**.

Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.

|  |  |  |  |
| --- | --- | --- | --- |
| 4- The assistant principal assists the principal in consistently manages school operations and resources to promote each student’s success.  Shared ownership by staff and students leads to a school that runs smoothly and efficiently. | 3- The assistant principal assists the management of school operations and resources to promote each student’s success resulting in a positive impact on how the school is run. | 2- The assistant principal is inconsistent in assisting with the management of school operations and resources or these actions have limited or no positive impact on how the school is run. | 1- The assistant principal’s management of school operations and resources negatively impacts how the school is run. |

| **Critical Attributes** |
| --- |
| * Assists in Instituting, managing, and monitoring operations and administrative systems that promote the mission and vision of the school. * Assists in Seeking, acquiring, and managing fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement. * Are responsible, ethical, and accountable stewards of the school’s monetary and nonmonetary resources, engaging in effective budgeting and accounting practices. * Protect teachers’ and other staff members’ work and learning from disruption. * Employ technology to improve the quality and efficiency of operations and management. * Assists in Developing and maintaining data and communication systems to deliver actionable information for classroom and school improvement. * Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success. * Assists in Developing and managing relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation. * Assists in Developing and managing productive relationships with the central office and school board. * Assists in Developing and administering systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community. |